

**Ludlow Junior School**

**Accessibility Plan**

**Reviewed: September 2017**

**To be reviewed: September 2020**

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## **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body (review date September 2020). The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Ludlow Junior School the Plan will form part of the section of the School Improvement Plan and will be monitored by the headteacher and evaluated by the relevant Governors' committee.

At Ludlow Junior School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Ludlow Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand the Governing Body will monitor the school's activity under the Equality

Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Ludlow Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Ludlow Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Ludlow Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Information Pack
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Body

12) The school will work in partnership with external partners in developing and implementing this Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

## **2. Aims and Objectives**

### **Our Aims are:**

o Increase access to the curriculum for pupils with a disability, o Improve and maintain access to the physical environment o Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability or other needs as part of our ongoing work.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction needs, after-school clubs for pupils with physical needs, school trips for pupils with medical needs; There are a few parts of the school to which disabled pupils have limited or no access at the moment.

Information - Different forms of communication can be made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff based on their needs.

## **4. Access Audit**

The school is a two storey building with wide corridors and several access points from outside. The hall is on the ground floor and is partially accessible to all.

Entrances to the school are generally flat or ramped and most have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available at the end of East Hall. It is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

## **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the external partners.

## **6. Action Plan**

**Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

### **Short Term**

#### **Targets**

To liaise with KS1 providers to review future intake.

To identify pupils who may have additional needs for future Intake.

To review all statutory policies to ensure that they reflect inclusive practice and procedure

To comply with the Equality Act 2010

To establish close liaison with parents

To ensure collaboration and sharing between school and families.

To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.

To ensure collaboration between all key personnel

To ensure full access to the curriculum for all

### **Medium Term Targets**

To accurately review attainment of all SEN pupils.

Aiming High/Class teacher meetings/Pupil progress

Scrutiny of assessment system

Regular liaison with parents

Provision mapping shows clear steps and progress made

To monitor attainment of Able, G & T pupils

Policy and Able G&T list to be updated

Able G&T intervention groups/activities

### **Long Term Targets**

To promote the involvement of disabled students in classroom discussions/activities

To take account of variety of learning styles when teaching

To evaluate and review the above short and medium term targets annually

All children making good progress.

To deliver findings to the Governing Body

Governors fully informed about SEN provision and progress

Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)

- Wheelchair access

- Screen magnifier software for the visually impaired
- Features such as sticky keys and filter keys to aid disabled users in using a keyboard
- Giving alternatives to enable disabled pupils to participate successfully in lessons
- Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

### **Short Term Targets**

Improve physical environment of school environment

The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.

Ensure visually stimulating environment for all children

Colourful, lively displays in classrooms and inviting role play areas.

Lively and inviting environment maintained.

Ensuring all with a disability are able to be involved.

To ensure that the medical needs of all pupils are met fully within the capability of the school.

Ensuring disabled parents have every opportunity to be involved

- adopt a more proactive approach to identifying the access requirements of disabled parents

To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

## **Medium Term Targets**

To improve community links

School to continue to have strong links with external partners.

## **Long Term Targets**

Continue to develop playgrounds and facilities.

Look for funding opportunities

To ensure driveway, roads, paths around school are as safe as possible.

Improved dialogue with parents

